



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education (9–1)

CANDIDATE
NAME

CENTRE
NUMBER

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NUMBER

FIRST LANGUAGE ENGLISH

0627/01

Paper 1 Reading Passages

For Examination from 2017

SPECIMEN PAPER

2 hours 10 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Insert contains the reading passages for use with **all** the questions on the Question Paper. This Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [] at the end of each question or part question.

This syllabus is regulated in England as a Cambridge International Level 1/Level 2 (9–1) Certificate.

This document consists of **13** printed pages, **1** blank page and **1** Insert.



Read carefully **Passage A, *David Copperfield***, in the Insert and then answer **Questions 1(a)–(f)**.

Answer all questions using your own words as far as possible.

Question 1

(a) Re-read paragraph one, 'School began ... his captives.'

- (i) **Using your own words**, describe what happened in the schoolroom when Mr. Creakle entered (lines 1–4).

All the boys who were being very loud were silenced by the presence of Mr. Creakle. [1]

- (ii) **Using your own words**, describe what Mr. Creakle does when he enters the schoolroom (lines 1–4).

He stands in the doorway and waited for every boy to respect him and be quiet. [1]

- (b) What impression of Mr. Creakle do you get from what he says in paragraph two, 'Now, boys, this is a new ... get to work, every boy!' (lines 6–10)?

This quote implied to me that he was very strict and ruthless. He almost gave a warning to the students and said he doesn't mind if he has to punish them. He had high expectations I think for ~~everyone~~ every boy. [2]

- (c) **Using your own words**, explain the meaning of the following phrases as they are used in the passage.

- (i) 'profound impression' (line 1)

I ~~was~~ think that 'profound' impression means that it was an introduction he'd never forget. The impression I think was of the whole school and atmosphere. [2]

- (ii) 'speechless and motionless' (line 6)

I feel 'speechless and motionless' in the passage suggests that his voice alone was enough to shock the boys into stillness. They were too scared to move or whisper as Mr. Creakle was ~~was~~ very frightening. [2]

- (d) Re-read line 15, 'At every question he gave me a *fleshy cut* with it that *made me writhe*.' Using your own words, explain how **both** of the phrases in *italics* are used by the writer to suggest how David Copperfield is feeling at this point.

I think that the 'fleshy cut' could also be a metaphor for his emotions and feelings and respect to Mr. Creakle. I believe that the 'fleshy cut' broke down David's emotions into hatred for his step-father and Mr. Creakle. 'Writhe' suggests hatred and anger. David was angry at the stepfather and angry at Mr. Creakle for telling Mr. Creakle and angry at Mr. Creakle for hitting him. [3]

- (e) What impression does the writer give of how the boys feel when Mr. Creakle is described as 'a giant in a story-book surveying his captives' (lines 3-4)?

I believe the boys are made to feel so small and unimportant due to Mr. Creakle's manner and the atmosphere surrounding him. His presence makes him seem like a giant and he makes his 'captives' feel so helpless. The ~~word~~ ^{verb} 'surveying' suggests he is searching everywhere to make sure that no one is talking and maybe searching for someone. [4]

- (f) Re-read paragraph five, 'I should think there never can ... infinitely less mischief.'

Explain how the writer uses language to show:

- What Mr. Creakle is like.
- How he treats the schoolboys.
- What David Copperfield thinks about Mr. Creakle.

In your answer you should:

- Select powerful words and phrases.
- Explain how the writer has created effects by using this language.

You should write about 200 to 300 words.

Mr Creakle, from the text I felt was a man who loved to punish people and hurt them. The verb 'enjoyed' suggests that he didn't do it just as punishment but as a source of entertainment. I believe he ~~also~~ used his authority as a means of having the ability to hurt who he wanted, in fact he loved to do it. The adjective 'delight' connotes he felt more than happy every time he had the opportunity to come and cut a boy. The verb 'crawling' suggests that he was addicted and he wanted more and more. I think that he mistreated his authority ~~and~~ The author ~~describes~~ depicts Mr Creakle as quite an evil character.

I think, because they were vulnerable and an easy target he could come ~~show~~ schoolboys when he wanted. If there was 'a chubby boy' he would pick on them and 'he couldn't resist'.
 The ~~phrase~~ 'couldn't resist' suggests he ~~was~~ saw an opportunity to pick on 'a chubby boy' so he took it. The adjective 'fascination' suggests he was intrigued as well as excited to do it. 'restless' describes him as an addict, I believe and whenever he had nothing to do, he would hit a boy. The choice of verbs and adjectives are very meaningful as they provide the view that he was addicted to cutting boys.

It is very clear that David sees Mr. Creakle as evil and nasty...
~~the author~~ said he was an ~~incapable~~ 'incapable brute'. The adjective 'incapable' suggests he wasn't doing his job properly and he only enjoyed to hit the boys. 'Brute' as a noun suggests he was a very horrible person. The comparison of the jobs Lord High Admiral and a head teacher provide the opinion that if he hadn't been in power of such young people he wouldn't have cared people and he would have done his job.

[15]

[Turn to page 6 for Question 2]

Read carefully **Passage B Summerhill** in the Insert and then answer **Question 2**.

Question 2

Imagine that you are a teacher new to Summerhill who does not agree with the way that the Headteacher runs the school.

Write a brief report to the school's governors explaining what you think is wrong with the Headteacher's approach to discipline and rules.

You are advised to write no more than 250 words.

I have some issues with the school which I feel need to be addressed. I have taught at ordinary schools which are no way like this. I do not think that play should be regarded as equally as learning. In addition if there was no adult authority than society or in this case the school would fail. Pupils do need the motivation to work or they will become street cleaners which isn't what anyone should be doing. School is a place of opportunity so that children can discover who they are and who they will be rather than a place of relaxation and play. If lessons are optional there will be students who will not go and take the option of play. When they decide to rejoin lessons it will infact be a disruption not as they will have to catch up on lots of work. School provides discipline and structure and without it, even in society things will be bad as discipline is a key attribute it is obvious that students will become heavily handicapped when up against children who have had the right teaching, discipline and structure in their life. School will help develop the child and go above and beyond where they could achieve without education. This school should bring in a time table for the children so they have chances in the world to be the best.

[25]

Read carefully **Passage B Summerhill** and **Passage C Bring back the cane to restore discipline in schools** in the Insert and then answer **Questions 3(a), 3(b) and 3(c)**.

Passage B Summerhill

Question 3(a)

Re-read paragraph one, 'I had taught in ... an unknown science.'

- (i) The writer thinks that Summerhill School takes a completely different approach to education from that offered in conventional schools.

Identify a phrase that shows this.

'it was based on an adult conception of what a child should be' [1]

- (ii) Using your own words, explain why the writer thinks that conventional schools are wrong for children.

I think the writer believes that a conventional school makes a child into something that restricts them from being themselves. He suggests they should be happy doing what they're doing. [2]

Passage C Bring back the cane to restore discipline in schools

Question 3(b)

Re-read paragraph two, 'The silence was deafening ... three foot cane.'

- (b) Give one reason to explain why you think this description of the author being beaten with a cane is an effective opening to this article.

It gives the opinion that the cane was a way of providing discipline. But without the cane discipline and authority isn't as effective. [2]

Question 3(c)

- (c) How do the writers of **Passage B Summerhill** and **Passage C Bring back the cane to restore discipline in schools** convey their views and ideas on how children should be treated in schools, and what effects do they have on the reader?

In your response you should compare and contrast:

- The views and ideas each writer presents to the reader.
- The evidence that the writers use to support their views and ideas.
- The language, structure and techniques used by the writers, **and** their effects on the reader.

Remember to support your answer with details from the passages.

You should write about 300 to 350 words.

The ideas presented in Passage B suggests that children should be given freedom throughout school and do what they want. Normal schools are trying to make students be how the school wants rather than how the student wants to be. The writer believes it is in the best interests to be happy rather than working hard. It suggests that adults should trust children to be independent rather than disciplined.

Passage C argues that without corporal punishment, truancy and will not be ended and respect will not be restored. Corporal punishment provides more discipline as soft parenting has been a cause of the "devastated schooling in this country." The argument is that there will be a reduction in bad behaviour, disruptions to others and expulsions.

Passage B suggests that normal schooling is only based on the adult conception on how a child should be. Passage B also ^{show} ~~states~~ that some adults believe that a child will be heavily handicapped against children who have been made to learn. The passage suggests that before this school was that

Children were not naturally good and that school had to teach them how to be good.

The evidence to suggest that schools should bring back corporal punishment is the 'devasted schooling in this country'. In addition 'soft parenting' and the culture itself. It also uses the example of ~~tenure~~ to help enhance the argument as well as respect and expulsions. In addition the author uses 'recent series of attacks' as a means to provide extra evidence and reason to bring back corporal punishment.

The author of passage C uses alliteration of 'exquisitely eloquent examples' to describe violence in the class rooms. This is effective for the reader as it highlights the issue. The final sentence uses the word 'knuckles' frequently with different meanings to show what corporal punishment con.d.e. Passage B uses ~~words~~ the alliteration of 'heavily handicapped' in order to highlight what effect the schooling could have.